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ABSTRACT

This manual presents the trainee's workbook and the trainer's guidelines for the first of six modules in a teacher inservice series developed to promote the unified effort of both regular and special education personnel in understanding and applying nationally recognized practices to implement fully inclusive education for students with diverse learning abilities and disabilities. Module 1 is on collaborative teaming and skills for communication in small planning groups. The trainee workbook is in the form of: (1) 38 transparency masters which address building collaborative teams, leadership and trust building, communication skills, a seven-step program for problem solving and decision making, and a seven-step approach to conflict resolution; and (2) nine activity sheets which apply the problem solving and conflict resolution techniques. Appendices to the trainee workbook provide the basic information in more compact form and offer a detailed case study. The trainer guidelines offer learner objectives and suggested comments keyed to each of the transparencies. A pre/post test is also provided. (Contains 22 references.) (DB)

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ED 391 311

An Instructional Series

Innovative Practices that Support Students with Diverse Learning Abilities in Neighborhood Schools

Building Inclusive Schools

MODULE 1 Collaborative Teaming

Skills for Communication in Small Planning Groups

EC 304560

University of Kansas
Schiefelbusch Institute
for Life Span Studies

Kansas University
Affiliated Program

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Module 1

Collaborative Teaming: Skills for communication in small planning groups.

Trainee Workbook

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The Purpose of this Series

This series will: 1) promote the widespread use of promising, nationally recognized practices advocating fully inclusive education for students with diverse learning abilities in their neighborhood schools, and 2) provide an instructional package that promotes these promising practices through the unified effort of both regular and special education personnel.

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Collaborative Teaming Objectives

The trainee will ...

describe the skills demonstrated by effective collaborative teams.

use a problem solving approach to solve a specific problem associated with the inclusion of a student with diverse learning abilities.

describe a seven step approach to conflict resoulution.

evaluate their individual and team skill in distributed leadership, communication, problem solving, and conflict resolution.

An inclusive school is. . .

where students are not excluded because they are different.

where adaptations are made to accommodate all students.

Collaboration is. . .

"a process of problem solving by team members, each of whom contributes his or her knowledge and skills and is viewed as having equal status".

Source: From Vandercook, T., & York, J. (1990). A team approach to program development and support. In W. Stainback & S. Stainback (Eds.). Support networks for inclusive schooling. Interdependent integrated education: (pp. 95-122). Baltimor, MD: Paul H. Brooks Publishing Co.

Skills for Effective Collaboration

Distibuted leadership

Trust-building

Communication

Problem solving/decision-making

Conflict-resolution

The distributed-actions theory of leadership allows. . .

any member of a team to lead.

any leadership function to be fulfilled by any member.

Source: From Johnson, D.W. & Johnson, R.T. (1991). Joining together: Group theory and skills. (4th ed.). Englewood Cliffs, NJ: Prentice Hall.

Functions of Distributed-Actions Theory of Leadership

Task-leadership actions

Maintenance-leadership actions

Source: From Johnson, D.W. & Johnson, R.T. (1991). Joining together: Group theory and skills. (4th ed.). Englewood Cliffs, NJ: Prentice Hall.

Trust behaviors include expressions of. . .

appropriate warmth
liking of others
support
acceptance
listening to others
praising others

They DO NOT include. . .

ridicule
rejection
put-downs
silences

Source: From Thousand, J., Fox, T.J., Reid, R., Godek, J., Williams, W., & Fox, W. (1986). The Homecoming Model: Educating students who present intensive educational challenges within regular education environments (p. 36). Burlington, VT: University of Vermont, Center for Developmental Disabilities.

Strategies that strengthen trust include. . .

using team member's names

maintaining eye contact

active listening

showing interest

giving credit

eliminating jargon

Communication is. . .

an exchange of information between two or more people.

Speaker Skills

Self-disclosure

Giving feedback

Checking perception

Asking open questions

Asking closed questions

Listener Skills

Reflecting feelings

Paraphrasing

Summarizing

Asking content questions

Asking and/or receiving feedback

Seven Steps For Problem Solving and Decision-Making

Define the problem

Analyze/clarify the problem

Explore alternatives

Select a strategy

Clarify the strategy

Implement the strategy

Evaluate the outcomes

Source: From Graden, J.L., & Bauer, A.M. (1990). Using a collaborative approach to support students and teachers in inclusive classrooms. In S. Stainback & W. Stainback (Eds.). Curriculum considerations in inclusive classrooms: Facilitating learning for all students. (pp. 85-100). Baltimore, MD: Paul H. Brookes Publishing Co.

Step 1: Define The Problem

Write a clear description of the problem in terms of observable actions/behaviors.

Problem Solving/Decision Making Form
Example A

Date: 9/20

Team members present:

Mr. Lab | Mr. Hammer | Mr. Special

Ms. Spell | Mrs. Plus | Ms. Assist

1. **The Problem/Issue:** *Write the problem in general terms.*

David is not included in his science class

2. **Analyze/Clarify the Problem.** *Rewrite the problem in the form of a question.*

3. **Explore Alternatives:** *Brainstorm* _____ minutes

1.	**5.**	**Consensus Forming** (indicate by #)
2.	**6.**	**1.**
3.	**7.**	**2.**
4.	**8.**	**3.**

4. **Select a Strategy:** *Briefly describe the plan of action.*

#1, #2, #3, #4

Problem Solving/Decision Making Form
Example A

Date:_____
Team members present:

_____ _____ _____

_____ _____ _____

1. **The Problem/Issue:** *Write the problem in general terms.*

2. **Analyze/Clarify the Problem.** *Rewrite the problem in the form of a question.*

3. **Explore Alternatives:** *Brainstorm* _____ minutes

		Consensus Forming (indicate by #)
1.	5.	
2.	6.	1.
3.	7.	2.
4.	8.	3.

4. **Select a Strategy:** *Briefly describe the plan of action.*

Step 2: Analyze/Clarify the Problem

Rewrite the problem in the form of a question.

Problem Solving/Decision Making Form
Example A

Date: 9/20

Team members present:

Mr. Lab | Mr. Hammer | Mr. Special

Ms. Spell | Mrs. Plus | Ms. Assist

1. **The Problem/Issue:** ***Write the problem in general terms.***

David is not included in his science class.

2. **Analyze/Clarify the Problem/Issue.** ***Rewrite the problem in the form of a question.***

How can David be included in his science class?

3. **Explore Alternatives:** ***Brainstorm*** _____ **minutes**

		Consensus Forming (indicate by #)
1.	**5.**	**1.**
2.	**6.**	**2.**
3.	**7.**	**3.**
4.	**8.**	

4. **Select a Strategy:** ***Briefly describe the plan of action.***

Step 3: Explore Alternatives

Focus on needs and goals

Invent creative options, DON'T judge them

Broaden options, DON'T look for a single answer

Search for mutual gains

Discuss each option separately

Make offers and respond to counter offers

Come to an agreement

Rules For Brainstorming

All ideas are accepted for what they are

Work for quantity ~ not quality

Expand on each other's ideas

Encourage zany, far-out ideas

Record each idea

Set a time limit

Focus on a single-problem or issue

Rules for Consensus Forming

Review all ideas for applicability

Discuss modifications (if any) for ideas that have been accepted

Prioritize ideas

Highest ranking idea will be implemented

26

Problem Solving/Decision Making Form
Example A

Date: 9/20

Team members present:

Mr. Lab | Mr. Hammer | Mr. Special

Ms. Spell | Mrs. Plus | Ms. Assist

1. **The Problem/Issue:** ***Write the problem in general terms.***

   David is not included in his science class.

2. **Analyze/Clarify the Problem/Issue.** ***Rewrite the problem in the form of a question.***

   How can David be included in his science class?

3. **Explore Alternatives:** *Brainstorm* 7 minutes

		Consensus Forming (indicate by #)
1. Use paraprofessionals	5. Exclude from lesson	
2. Work with peer tutor	6. Have David work wlthe 2nd grade ecology unit	1. #4
3. Work individually with David	7.	2. #2
4. Use cooperative learning groups	8.	3. #3

4. **Select a Strategy:** ***Briefly describe the plan of action.***

Step 4: Selecting A Strategy

Selected by and acceptable to classroom teacher

Unobtrusive

Fit into the normal classroom routines

Adapt only if necessary

Group instruction preferred to individual interventions

Teacher/task/classroom variables adapted within the conventional classroom setting

Positive and negative side effects explored

28

Problem Solving/Decision Making Form
Example A

Date: 9/20

Team members present:

Mr. Lab | Mr. Hammer | Mr. Special

Ms. Spell | Mrs. Plus | Ms. Assist

1. **The Problem/Issue:** ***Write the problem in general terms.***

   David is not included in his science class.

2. **Analyze/Clarify the Problem/Issue.** ***Rewrite the problem in the form of a question.***

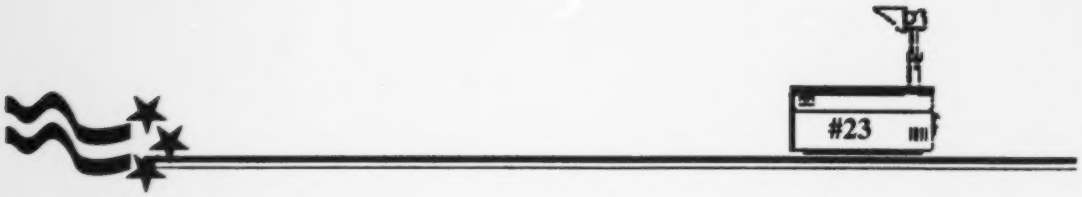
   How can David be included in his science class?

3. **Explore Alternatives:** ***Brainstorm*** 7 **minutes**

		Consensus Forming (indicate by #)
1. Use paraprofessionals	5. Exclude from lesson	
2. Work with peer tutor	6. Have David work wIthe 2nd grade ecology unit	1. #4
3. Work individually with David	7.	2. #2
4. Use cooperative learning groups	8.	3. #3

4. **Select a Strategy:** ***Briefly describe the plan of action.***

   Restructure the science class lecture format by implementing cooperative learning groups



Step 5: Clarify the Strategy

What

How

Who

When

Where

30

Problem Solving Form - pg 2
Example A

5. Clarify the Strategy: Describe each aspect of the plan.

What: Restructure ecology unit using cooperative learning groups

	Strategy to be Taken (How)	*Person Responsible (Who)*	*Begin/End Dates (When)*	*Place (Where)*
1.	determine group membership	Mr. Lab	9/20	science
2.	give student instruction	Mr. Lab	9/21	science
3.	monitor progress	Ms. Assist	9/21-9/30	science
4.	collect student data	Ms. Asist	9/21-9/30	science
5.	provide feedback to team	Mr. Lab	10/3	teacher's conf. Rm

6. Implement the Strategy: Report outcome of plan.
Next meeting: _____ **(date)** _____ **(time)**
Comments:

7. Evaluate the Outcomes: Describe each aspect of data collection.
What:

Data to be Taken	*Person Responsible*	*How Often*	*Where*

Problem Solving Form - pg 2 Example A

5. Clarify the Strategy: Describe each aspect of the plan.

What:

Strategy to be Taken (How)	*Person Responsible (Who)*	*Begin/End Dates (When)*	*Place (Where)*

6. Implement the Strategy: Report outcome of plan.

Next meeting: _____ (date)_____ (time)

Comments:

7. Evaluate the Outcomes: Describe each aspect of data collection.

What:

Data to be Taken	*Person Responsible*	*How Often*	*Where*

Step 6: Implement the Strategy

Schedule follow-up meeting

Discuss outcome(s)

Make future plans

Problem Solving Form - pg 2
Example A

5. Clarify the Strategy: Describe each aspect of the plan.

What: *Restructure ecology unit using cooperative learning groups*

	Strategy to be Taken (How)	***Person Responsible (Who)***	***Begin/End Dates (When)***	***Place (Where)***
1.	*determine group membership*	*Mr. Lab*	*9120*	*science*
2.	*give student instruction*	*Mr. Lab*	*9121*	*science*
3.	*monitor progress*	*Ms. Assist*	*9121-9130*	*science*
4.	*collect student data*	*Ms. Asist*	*9121-9130*	*science*
5.	*provide feedback to team*	*Mr. Lab*	*1013*	*teacher's Conf. Rm*

6. Implement the Strategy: Report outcome of plan.

Next meeting: *10/2* **(date)** *3:35 pm* **(time)**

Comments:

Outcomes:
David met criteria. Cooperative learning groups seems to be a useful instructional technique for David. Mr. Lab was very excited about the performance of all his students. He would like input for other ways to re-structure his class using cooperative learning groups. Mr. Special said he would help Mr. Lab with his restructuring efforts.

7. Evaluate the Outcomes: Describe each aspect of data collection.

What:

Data to be Taken	***Person Responsible***	***How Often***	***Where***

Step 7: Evaluate Outcomes

What

How

Who

When

Where

Problem Solving Form - pg 2 Example A

5. Clarify the Strategy: Describe each aspect of the plan.

What: Restructure ecology unit using cooperative learning groups

	Strategy to be Taken (How)	*Person Responsible (Who)*	*Begin/End Dates (When)*	*Place (Where)*
1.	determine group membership	Mr. Lab	9/20	science
2.	give student instruction	Mr. Lab	9/21	science
3.	monitor progress	Ms. Assist	9/21-9/30	science
4.	collect student data	Ms. Asist	9/21-9/30	science
5.	provide feedback to team	Mr. Lab	10/3	teacher's Conf. Rm

6.Implement the Strategy: Report outcome of plan.

Next meeting: 10/2 **(date)** 3:35 pm **(time)**

Comments:

Outcomes:
David met criteria. Cooperative learning groups seems to be a useful instructional technique for David. Mr. Lab was very excited about the performance of all his students. He would like input for other ways to re-structure his class using cooperative learning groups. Mr. Special said he would help Mr. Lab with his restructuring efforts.

7. Evaluate the Outcomes: Describe each aspect of data collection.

What: Count the number of verbal comments.
Indicate those related to topic (direct observation)

Data to be Taken	*Person Responsible*	*How Often*	*Where*
Verbal comments 1 = related to topic 0 = not related to topic	Ms. Assist	20 min/daily for 2 weeks	science class

Conflict occurs. . .

when two individuals want *different* outcomes, but must settle for the same outcome.

when the same goal is realized, but the individuals can not have access to it.

as a result of perceived goals not being actualized.

Source: From Friend, M. & Cook, S. (1992). Interactions: Collaborative skills for school professionals. White Plains, NY: Longman Publishing Co.

Some Common Modes of Conflict Resolution

Mode	Similar Term	Description
Competetive	Win/lose, forcing contending	One party is forced to accept the other party's position
Avoidance	Avoidance, wait and see Escape, retreat	One or both parties do as little as possible, or one party leaves the group
Accomodating	Smoothing, lose/win, conceding	One party withdraws demands
Compromise	Lose/lose, mutual concessions	Parties locate an alternative that stands between their positions
Collaborative/ Problem Solving	Win/win, confrontation, integrative bargaining	Parties identify the source of conflict and agree on a solution

THOMAS-KILMANN CONFLICT MODE INSTRUMENT

Directions: Consider situations in which you find your wishes differing from those of another person. How do you usually respond to such situations? Following are a series of paired statements that describe possible behavioral responses. For each pair, circle the "A" or "B" statement that is most characteristic of your own behavior. In many cases, neither the "A" nor "B" statement may be very typical of your behavior, but you should select the response that you would be more likely to use.

1. A. There are times when I let others take responsibility for solving the problem.
   B. Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.

2. A. I try to find a compromise solution.
   B. I attempt to deal with all of his/her and my concerns.

3. A. I am usually firm in pursuing my goals.
   B. I might try to soothe the other's feelings and preserve our relationship.

4. A. I try to find a compromise solution.
   B. I sometimes sacrifice my own wishes for the wishes if the other person.

5. A. I consistently seek the other's help in working out a solution.
   B. I try to do what is necessary to avoids useless tensions.

6. A. I try to avoid creating unpleasantness for myself.
   B. I try to win my position.

7. A. I try to postpone the issue until I have had some time to think it over.
   B. I give up some points in exchange for others.

8. A. I am usually firm in pursuing my goals.
   B. I attempt to get all concerns and issues immediately out in the open.

9. A. I feel that differences are not always worth worrying about.
   B. I attempt to get all concerns and issues immediately out in the open.

10. A. I am firm in pursuing my goals.
B. I try to find a compromise solution.

11. A. I attempt to get all concerns and issues immediately out in the open.
B. I might try to soothe the other's feelings and preserve our relationship.

12. A. I sometimes avoid taking positions which would create controversy.
B. I will let the other person have some of his/her positions if he/she lets me have some of mine.

13. A. I propose a middle ground.
B. I press to get my points made.

14. A. I tell the other person my ideas and ask for his/hers.
B. I try to show the other person the logic and benefits of my position.

15. A. I might try to soothe the other's feelings and preserve our relationship.
B. I try to do what is necessary to avoid tensions.

16. A. I try not to hurt the other's feelings.
B. I try to convince the other person of the merits of my position.

17. A. I am usually firm in pursuing my goals.
B. I try to do what is necessary to avoid useless tensions.

18. A. If it makes other people happy, I might let them maintain their views.
B. I will let other people have some of their positions if they let me have some of mine.

19. A. I attempt to get all concerns and issues immediately out in the open.
B. I try to postpone the issue until I have had some time to think it over.

20. A. I attempt to immediately work through our differences.
B. I try to find a fair combination of gains and losses for both of us.

21. A. In approaching negotiations, I try to be considerate of the other person's wishes.
    B. I always lean toward a direct discussion of the problem.

22. A. I try to find a position that is intermediate between his/hers and mine.
    B. I assert my wishes.

23. A. I am very often concerned with satisfying all our wishes.
    B. There are times when I let others take responsibility for solving the problem.

24. A. If the other's position seems very important to him/her, I would try to meet his/her wishes.
    B. I try to get the other person to settle for a compromise.

25. A. I try to show the other person the logic and benefits of my position.
    B. In approaching negotiations, I try to be considerate of the other person's wishes.

26. A. I propose a middle ground.
    B. I am nearly always concerned with satisfying all our wishes.

27. A. I sometimes avoid taking positions that would create controversy.
    B. If it makes other people happy.

28. A. I am usually firm in pursuing my goals.
    B. I usually seek the other's help in working out a solution.

29. A. I propose a middle ground.
    B. I feel that differences are not always worth worrying about.

30. A. I try not to hurt the other's feelings.
    B. I always share the problem with the other person so that we can work it out.

Thomas-Kilmann Conflict Mode Score Sheet

Directions: Circle the letters below which you circled on each item of the questionnaire.

	Competing (Forcing)	Collaborating (Problem Solving)	Compromising (Sharing)	Avoiding (Withdrawal)	Accomodating (Smoothing)
1.				A	B
2.		B	A		
3.	A				B
4.			A		B
5.		A		B	
6.	B			A	
7.			B	A	
8.	A	B			
9.	B			A	
10.	A		B		
11.		A			B
12.			B	A	
13.	B		A		
14.	B		A		
15.				B	A
16.	B				A
17.	A			B	
18.			B		A

	Competing (Forcing)	Collaborating (Problem Solving)	Compromising (Sharing)	Avoiding (Withdrawal)	Accomodating (Smoothing)
19.		A		B	
20.		A	B		
21.		B			A
22.	B		A		
23.		A		B	
24.			B		A
25.	A				B
26.		B	A		
27.				A	B
28.	A	B			
29.			A	B	
30.		B			A

Total number of items circled in each column.

_____ Competing

_____ Colloborating

_____ Compromising

_____ Avoiding

_____ Accomodating

Which columnn has the highest score?
That is your preferred style for managing conflict.

Source: From Thomas & Kilmann, T. (1974). Thomas-Kilmann conflict mode instrument. Tuxedo, New York: Xicom, Inc.

Steps in Conflict Resolution: A Problem Solving Approach

Identify the basis of the conflict

Analyze/clarify the issues involved in the conflict

Explore solutions to resolve the conflict

Select a strategy to implement the agreement

Clarify the agreement

Implement the agreement

Evaluate the outcomes of the agreement

Source: From Johnson, D.W., & Johnson, R.T. (1991). Joining together: Group theory and skills (4th ed.). Englewood Cliffs, NJ: Prentice Hall.

Step 1: Identify the Basis of the Conflict

I negotiate a joint definition of the conflict by making sure I . . .

describe the other person's actions without labeling, accusing, or insulting him/her. ***I separate the other person from the issue.***

define the conflict as a *mutual problem* to be solved, not as a win-lose struggle.

describe the present conflict without bringing up the past. ***The past is forgiven.***

Source: From Johnson, D.W., & Johnson, R.T. (1991). Joining together: Group theory and skills (4th ed.). Englewood Cliffs, NJ: Prentice Hall.

Step 2: Analyze/Clarify the Issues Involved in the Conflict

I analyze the conflict by making sure I . . .

break down the conflict/issue in the *smallest* and most *precise* way possible.

describe the conflict/issue in observable and therefore measurable behaviors.

Step 3: Explore Solutions to Resolve the Conflict

I explore solutions to the conflict by making sure I . . .

focus on needs and goals.

use specific and concrete communication.

"give and take".

separate inventing options from judging them

Source: From Friend, M., & Cook, S. (1992). Interactions: Collaborative skills for school professionals (4th ed.). White Plains, NY: Longman Publishing Co.

Step 4: Select a Strategy to Implement the Agreement

I select a resolution agreement by making sure I . . .

feel satisfied regarding the resolution agreement.

write down what was decided.

Step 5: Clarify the Resolution Agreement

I clarify strategies to the resolution agreement by making sure I . . .

feel the agreement is satisfactory.

understand how my actions will change.

understand how the other parties' actions will change.

have a written copy of the agreement.

Step 6: Implement the Resoultion Agreement

I carry out the resolution agreement by making sure I . . .

know how to carry out the resolution agreement.

know when we will meet again.

Step 7: Evaluate the Outcomes of the Resoultion Agreement

I evaluate the resolution agreement by making sure I . . .

have information (data) on the progress of the resolution agreement.

share the information (data) with all parties.

make changes if necessary.

Collaborative Teaming Instrument

Directions: Reflect on your behavior and your group's behavior while working as a team. On a 7-point scale, rate yourself and your team on the following skills. Select and place a star next to the skills you with to improve.

7	6	5	4	3	2	1	0
Always	Almost all of the time	Most of the time	Some of the time	Unsure	Rarely	Never	Not Applicable

Always	No exceptions; occurs 100% of the time
Almost all of the time	Occurs 80-90% of the time; 1-2 exceptions in 10 opportunities
Most of the time	Occurs 60-70% of the time; 3-4 exceptions in 10 opportunities
Unsure	I don't have enough information to answer this question
Rarely	Occurs 10-20% of the time; 1-2 times in 10 opportunities
Never	Does not occur
Not applicable	Does not apply

Self		Team
	Distributed Leadership	
_____	I/we encourage assigning specific roles to facilitate better team functioning.	_____
_____	I/we volunteer for roles to help the teamaccomplish the task (i.e., timekeeper).	_____
_____	I/we offer suggestions to effectively accomplish the task (Identify who will do what by when).	_____
_____	I/we encourage every member of the team to contribute ideas or opinions.	_____
_____	I/we help decide the next steps for the team.	_____
	Communication Skills	
_____	I/we use member's names.	_____
_____	I/we praise team members' contribution	_____
_____	I/we seek information or rationale by adding to or questioning.	_____
_____	I/we contribute ideas and opinions.	_____
_____	I/we ask for help, clarification, elaboration, or technical assistance when needed.	_____
_____	I/we offer to explain or clarify.	_____
_____	I/we paraphrase other team members' contributions.	_____
_____	I/we check for others' understanding of the concepts discussed.	_____
_____	I/we summarize outcomes and decisions before moving to the next agenda item.	_____
	Problem Solving Skills	
_____	I/we clarify the purpose of the meeting.	_____
_____	I/we encourage multiple solutions or strategies to problems.	_____
_____	I/we set or call attention to time limits.	_____
_____	I/we suggest/share materials or resources.	_____
_____	I/we extend or build on other members' ideas.	_____
_____	I/we provide the rationale for ideas or conclusions.	_____
_____	I/we test the "reality" of solutions by assessing the feasibility of their implementation.	_____
_____	I/we check for consensus on decisions.	_____
	Conflict Management Skills	
_____	I/we identify the source of conflict.	_____
_____	I/we use the problem solving process to identify and resolve a conflict.	_____
_____	I/we use the negotiation process to arrive at an agreeable solution to the conflict	_____
_____	I/we use concrete and specific communication to clarify viewpoints regarding the conflict.	_____
_____	I/we relieve tension with humor.	_____
_____	I/we ask for feedback in a non-confrontational way.	_____
_____	I/we give feedback in a non-confrontational way.	_____

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Pre/Post Test

Directions: Please circle pre or post test before answering these questions. Then circle T if the answer is true or F if the answer is false.

1)	T	F	An inclusion program and an inclusive school refer to the same thing.
2)	T	F	The regular classroom teacher is responsible for the student with disabilities who is placed in his/her classroom.
3)	T	F	The distributed-actions theory of leadership is most suited to the purposes of the collaborative team.
4)	T	F	The most effective collaborative team typically consists of 6-10 members.
5)	T	F	One of the advantages of using a collaborative team is that conflict is usually avoided.
6)	T	F	The most difficult aspect of using the problem solving process is defining the problem.
7)	T	F	It is best to get team members to clarify their ideas during the brainstorming step of problem solving.
8)	T	F	A competitive style is considered inappropriate when planning around a student with a disability.
9)	T	F	Initially, the collaborative team should meet once a month when planning for a student with disabilities.
10)	T	F	By definition, special education is not a place.

Developing Communication Skills

Speaker Skills:

Self-disclosure:	Sharing interests, thoughts, and feelings with another person.
Giving Feedback:	Providing other people information so that they can modify or change their behavior.
Check perceptions:	Interpreting the nonverbal behavior of another person and asking the person if it is accurate.
Asking Open Questions:	Asking questions that allow the other person to respond in a broad and extensive manner.
Asking Closed Questions:	Asking questions that allow the other person to respond with a specific and concise answer.

Listener Skills:

Reflecting Feelings:	Describing the speaker's feelings to demonstrate our understanding of how the speaker feels.
Paraphrasing:	Translating into your own words the ideas and feelings of the other person.
Summarizing:	Condensing what the speaker said into your own words.
Asking Content Questions:	Asking the speaker to explain or elaborate on parts of the content to check on our understanding it.
Asking for Feedback:	Having the speaker give you specific feedback, listening carefully to it, and then taking action to modify behavior.

Steps in Conflict Resolution: A Problem Solving Approach

1. Identify the basis of the conflict/problem
   - Define in terms of actions/behaviors, NOT psychological states or personality characteristics
   - Define the conflict as a mutual problem to be solved, NOT as a win-lose struggle

2. Analyze/clarify the issues involved in the conflict/ptoblem
   - Define in the smallest/most specific way possible Small is easy ~ large is hard
   - Identify actions/behaviors that create or maintain the conflict

3. Explore solutions to resolve the conflict/problem
   - Focus on needs and goals, NOT positions
   - Invent creative options, DON'T judge them (brainstorm)
   - Broaden options, DON'T look for a single answer
   - Search for mutual gains
   - Discuss each option separately
   - Make offers and respond to counter offers
   - Come to an agreement (Reach a consensus)

Source: From Johnson, D.W., & Johnson, R.T. (1991). Joining together: Group theory and skills (4th ed.). Englewood Cliffs, NJ: Prentice Hall

4. **Select a strategy to implement resolution**
   - **Monitor ethics and integrity**
   - **Focus on issues not people**
   - **Choose a strategy that will allow parties to "save face"**
   - **Keep the best interests of the student in mind**
   - **Choose a strategy that will diffuse the emotional components**

5. **Clarify the resolution agreement**
   - **Clearly identify and write down the ways all parties will act differently in the future**
   - **Clearly identify and write down the ways cooperation will be restored if any of the parties becomes dissatisfied**
   - **Give all parties a copy of the agreement**

6. **Implement the resolution agreement**
   - **Carry out the plan**
   - **Clearly identify and write down the times parties will meet to discuss resolution (to determine if additional steps can be taken to improve cooperation)**

7. **Evaluate the outcome(s) of the resolution agreement**
   - **Determine a method of taking data**
   - **Gather data that the teams agreed to take**
   - **Evaluate data that is obtained**
   - **Discuss the outcome with all parties**

Source: From Johnson, D.W., & Johnson, R.T. (1991). Joining together: Group theory and skills (4th ed.). Englewood Cliffs, NJ: Prentice Hall

Problem Solving/Decision Making Form
Example A

Date:_____
Team members present:

_____ _____ _____

_____ _____ _____

1. **The Problem/Issue:** *Write the problem in general terms.*

2. **Analyze/Clarify the Problem/Issue:** *Rewrite the problem in the form of a question.*

3. **Explore Alternatives:** *Brainstorm* _____ minutes ____

		Consensus Forming (indicate by #)
1.	5.	
2.	6.	1.
3.	7.	2.
4.	8.	3.

4. **Select a Strategy:** *Briefly describe the plan of action.*

Problem Solving/Decision Making Form Example - pg 2

5. **Clarify the Strategy:** Describe each aspect of the plan.

What:

Strategy to be Taken	*Person Responsible*	*Begin/End Dates*	*Where*

6. **Implement the Strategy:** Report outcome of plan.
Next meeting: _____ **(date)**_____ **(time)**
Comments:

7. **Evaluate the Outcomes:** Describe each aspect of data collection.
What:

Data to be Taken	*Person Responsible*	*How Often*	*Where*

Sample IEP

INDIVIDUALIZED EDUCATION PROGRAM

Initial
Date 9/15/9-

Student

Name: David
School: Adams
Grade: 7
Date of Birth: 4/3/83
Age: 12

Committee

Mrs. Wrens	Principal
Mrs. Snow	Regular Teacher
Mr. LaJoie	Counselor
Mr. Thomas	Resource Teacher
Mrs. Ryan	Psychologist
Ms. Long	Speech/Lang. Pathologist
Mrs. M.	Mother
David	Student
Mr. Green	Physical Therapist

Current Placement: Regular Classroom

IEP from 9/15/9- to 9/15/9-

Present level of Educational Functioning	Annual Goal Statements	Instructional Objectives Objective Criteria and Evaluation
1.0 Domestic		
Strengths •makes bed with supervision •puts dirty clothes in hamper •sets table at night	David will take the trash out independently.	*1.1* After dinner Mom or Dad will prompt David by saying, "Time to take out the trash". Mom or Dad will then model the task (tie the bag, remove it from the trash can, take it out to the dumpster, then put a new bag in the trashcan). for one week.
Weaknesses •bathing and washing hair independently •taking out the trash •dusting and sweeping		*1.2* After dinner David will take out the trash with prompts and supervision of Mom or Dad for 1 week.

Present level of Educational Functioning	Annual Goal Statements		Instructional Objectives Objective Criteria and Evaluation
		1.3	After a prompt from Mom or Dad, David will take the trash out after dinner without supervision for 1 week 100% of the time.
		1.4	David will independently take out the trash after dinner 100% of the time.
2.0 Community			
Strengths •enjoys going to the grocery store •enjoys going to the movies •is usually well behaved •enjoys taking walks	David will respond to traffic signals appropriately before crossing the street.	*2.1*	David will stop at the intersection facing the signal and repeat the peer or adult modeling either, "green means go " or " red means stop", depending upon the signal. The adult or peer will then cue him to go on green 9 out of 10 trials.
Weaknesses •responding to trafic signals •reading street signs with numbers •locating items verbally related to him •reading items from a short list •handling money		2.2	David will stop at the intersection facing the signal and tell the adult or peer with him, "red means stop" or "green means go". The partner will then cue him to look for traffic and proceed through the intersection 9 out of 10 trials.
		2.3	David will stop at the intersection facing the signal, tell his partner when the signal is green and prompt his partner to look for traffic and proceed through the intersection 9 out of 10 trials.

Present level of Educational Functioning	Annual Goal Statements		Instructional Objectives Objective Criteria and Evaluation
		2.4	David will stop at the intersection, look at signal, look for traffic , and procced through the intersection when appropriate, with supervision of a partner 9 out of 10 trials.
	David will locate items that are verbally relayed to him when grocery shopping with an adult or peer (i.e., "David, get me the milk.")	2.5	When a partner verbally asks David to get an item he/she is pointing at, David will repeat the name of the object he is supose to get 100%of the time. (item is within view)
		2.6	David will repeat the name of the item verbally and get the item while the partner is touching or pointing to the item 100% of the time. (item is within view)
		2.7	David will repeat the name of the item and retrieve it 100% of the time. (item is within view)
		2.8	Davids will repeat the name of the item verbally relayed to him and retrieve it 100% of the time. (item is not in view)

Present level of Educational Functioning	Annual Goal Statements	Instructional Objectives Objective Criteria and Evaluation
3.0 Math		
Strengths •Can discriminate letters from numbers •Knows numbers 1-10 •Knows value of numbers 1-10	David will discriminate between dollars and coins.	*3.1* When presented with a dollar bill and a coin, David will point to the dollar bill 9 out of 10 trials.
		3.2 David will name the coin presented 9 out of 10 trials.
Weaknesses •Does not legibly write numbers. •Does not add single digits. •Does not discriminate coins from dollars, or coins from other coins.		*3.3* David will discriminate between coins when presented in pairs 9 out of 10 trials.
		3.4 David will discriminate between coins when presented in pairs 9 out of 10 trials.
	David will legibly write his numbers from 1-9.	*3.5* David will copy the phone numbers of his immediate family (parents, brother, and grandparents with 2 or less erasures.
		3.6 David will independently write his phone number with 2 or less erasures.

Present level of Educational Functioning	Annual Goal Statements		Instructional Objectives Objective Criteria and Evaluation
4.0 Socialization/Communication Skills/ Related Skills			
Strengths *Good eye contact *Affectionate toward others	David will appropriately greet adults and classmates.	*4.1*	When greeted, David will respond by saying, "Hi, (person's name), instead of hugging the person in all circumstances (100% of the time).
Weaknesses *Inappropriate greetings *Unable to make choices independently.	David will make choices independently.	*4.2*	When given a choice of classroom cleanup duties, David will choose which duty he wants to do 4 out of 5 times per week
		4.3	David will choose what he would like to eat from the lunch menu 4 out of 5 items per week.
5.0 Vocational			
Strenghts *Completes assigned chores with assistance	David will prepare cards or letters	*5.1*	David will insert the letter or card, seal the envelope, and stamp the envelope with assistance of an adult or peer 10 out of 10 trials.
		5.2	David will insert the letter or card, seal the envelope, and stamp the envelope with supervision with 100% accuracy.
Weaknesses *Does not demonstrate many "related social skills"		*5.3*	David will insert the letter or card, seal the envelope and stamp the envelope independently with 100% accuracy.

Evaluation Report

Student: David
Birthdate: April 3, 198
Age: 12-6
Grade: 7th

Date of Evaluation: September 28, 199
Date of Report: October 4, 199
School: Oxford High School

Procedures Administered:

Wechsler Intelligence Scale for Children - Third Edition (WISC - III)
Vineland Adaptive Behavior Scales

Reasons for Referral

David was referred for reevaluation by Mrs. Snow, his sixth grade teacher. David was first referred for special education services when he entered school as a kindergartner. He was evaluated and determined eligible for special education services under the category of mental retardation. David has limited vocabulary and he has difficulty with both literal and interpretive comprehension. David has been diagnosed as having Down Syndrome, and is functioning within the range of severe mental retardation. He is cooperative but quiet in groups and does not make friends easily. His behavior is very immature for his age and he engages in inappropriate hugging. David attends the local middle school. The 7th grade classroom teacher is Mrs. Smith, who is assisted by her instructional aid, Mrs. Jones. Mrs. Jones transitioned with David from the grade school program to the middle school program. She is also the bus driver.

David has a hip disorder and requires physical therapy services. The physical therapist for the school district, Mrs.White, sees David once a week. David visits his doctor every six months and has already experienced three corrective surgeries. His doctor recommends one more operation, but his parents refuse because the convalescence is so difficult for David to endure. He also receives speech therapy from Mrs. Baker three times a week. David had a vision and hearing evaluation in June of 199. His hearing is within normal limits however, he does require glasses, which he owns but seldom wears.

David looks forward to interactions with both his physical therapist and speech/language therapist. David is well thought of by his teachers.
Mrs. Snow had attempted several interventions with Joe with the assistance of the teacher assistance team within the school. Strategies used included extended work time, individual assistance from the teacher, a peer helper, or teacher's assistant, reading from taped samples, modified materials, a behavior management program for off-task behavior, and cooperative-

grouping. Although some improvement has been noted, interventions have not resulted in significant improvement in David's performance.

A parent conference was held at David's home with his father and mother. He also has a brother, Mike, who is 24 and married. His wife's name is Sally (also 24 years old), and they have a 6 month old son. They all live within the same community.

Within the home, his mother states that he puts his dirty clothes in the hamper without assistance after taking a bath. He does require some assistance in shaving and with washing his hair. He is able to make his bed, but has to be supervised in this activity also. He sets the table at night without any assistance . He is not responsible for anything else around the house. His mother is usually the one responsible for overseeing his chores. this is a responsibility that she enjoys, but feels his father should assist with his bathing. When asked what he would like to learn to do, David says he would like to learn to cook. His mother, however, is afraid he would injure himself; therefore, she is not very enthused about him gaining more independence in that area.

Tests Administered

Wechsler Intelligence Scale for Children - Third Edition

VERBAL SCALE		PERFORMANCE SCALE		
Information	2	Picture Completion	5	
Similarities	5	Coding	5	
Arithmetic	3	Picture Arrangement	3	
Vocabulary	4	Block Design	3	
Comprehension	4	Object Assembly		6
(Digit Span)	(2)	(Symbol Search)		(3)
		(Mazes)		(3)

Verbal Scale IQ = 18
Performance Scale IQ = 22
Full Scale IQ = 40 ± 5 at the 90% confidence level

Vineland Adaptive Behavior Scales

Adaptive Behavior Composite = 44 ± 5 at the 90% confidence level

Description of evaluation results

During testing, David was reported to be initially shy with the examiners. However, he sat and worked for brief periods (less than 10 minutes). He was usually unaware of errors and made no effort to correct his work.

Intellectual Performance and Adaptive Behavior

David is functioning in the severe retardation range of intelligence on the Wechler. with comparable verbal and performance abilities. All areas of intellectual performance were well below the age expectancy; David's poorest performance involved verbal comprehension. Performance was consistent between subtests; however with tasks, performance was erratic; easier problems were failed, then more difficult ones were solved.

Behavioral Observations

David was observed in three settings by the school psychologist: home economics, art class, and on the playground. The teacher's referral concerns were clearly apparent. He was off task frequently and appeared frustrated most of the time, even when received assistance from both the teacher and a peer helper. He appears to participate more during group activities, although he remains shy and somewhat reluctant. Unless encouraged, he will not join a group during lunch, special assemblies, or athletic/recreational event.

Areas of Educational Strength and Significant Weakness

David's listening comprehension is relatively good, and with peer assistance,
he is able to participate in many group activities. He enjoys listening to taped material, and is good at tasks requiring memorization.

David has particular difficulty with vocabulary and especially learning new vocabulary. His limited vocabulary interferes with his communication which sometimes causes him to became frustrated.

David's behavior, although not disruptive, interferes with his ability to approach and complete tasks. He often daydreams and is reluctant to interact with other students. When he does interact with other students, it is sometimes inappropriate
(e.g., hugging).

David

David is a 12 year old 7th grader diagnosed as having Down Syndrome, and is functioning within the range of severe mental retardation. He is cooperative but quiet in groups and does not make friends easily. His behavior is very immature for his age, and he engages in inappropriate hugging. David is now attending the middle school. The classroom teacher is Mrs. Smith, who is assisted by her instructional aid , Mrs. Jones. Mrs. Jones transition with David from the grade school program to the middle school program. She is also the bus driver.

David has a hip disorder which restricts him performing physical activities that require prolonged walking, standing, or running. He requires physical therapy services once a week. The physical therapist for the school district, Mrs.White, provides this therapy. David visits his doctor every six months and has already experienced three corrective surgeries. His doctor recommends one more operation, but his parents refuse because the convalescence is so difficult for him to endure. He also receives speech therapy from Mrs. Baker three times a week. David had a vision and hearing evaluation in June of 199 . His hearing is within normal limits however, he does require glasses, that he owns but seldom wears. He looks forward to interactions with both his physical therapist and speech/language therapist and is well thought of by his teachers.

A parent conference was held at David's home with his father and mother. He also has a brother, Mike, who is 24 and married. His wife's name is Sally (also 24 years old), and they have a 6 month old son. They all live within the same community.

At home, his mother states that he puts his dirty clothes in the hamper without assistance after taking a bath. He does require some assistance in bathing and with washing his hair. He is able to make his bed, but has to be supervised in this activity. He sets the table at night without any assistance . He is not responsible for anything else around the house. His mother is usually the one responsible for overseeing his chores. This is a responsibility that she enjoys, but feels his father should assist with his bathing. When asked what he would like to learn to do, David says he would like to learn to cook. His mother, however, is afraid he would injure himself, therefore, she is not very enthused about him gaining more independence in that area.

Within the community, David must be closely supervised when crossing the street as he occasionally fails to respond to traffic signals at crosswalks. He experiences difficulty reading street signs that include numbers in the name (i.e. 5th street, 21st Avenue, etc.). He also experiences difficulty matching house numbers (addresses) to the corresponding written address.

When grocery shopping, David has difficulty locating items verbally relayed to him (i.e. "David, get a gallon of milk"). He is not able to read items from a short list. He also experiences problems with purchasing 1-2 items as a result of lack of skills pertaining to money handling (i.e. identification of bills/coins, basic concepts such as a dime has less value than a quarter, etc.). David's strength in this area is his motivation to learn in this community setting. David likes to eat and enjoys getting out of the classroom. The grocery store combines both of these elements.

Trainee Notes

Module 1

Collaborative Teaming

Building Inclusive Schools

Innovative Practices that Support Students with Diverse Learning Abilities in Neighborhood Schools

Developed by the

Kansas Project for the Utilization of Full Inclusion Innovations for Students with Severe Disabilities

The Purpose of this Series

This series will: 1) promote the widespread use of promising, nationally recognized practices advocating fully inclusive education for students with diverse learning abilities in their neighborhood schools, and 2) provide an instructional package that promotes these promising practices through the unified effort of both regular and special education personnel.

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Module 1

Collaborative Teaming: Skills for communication in small planning groups

Trainer Guidelines

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1.0 Overview

1.1 Objectives

Collaborative Teaming Objectives
Page 1 - Trainee Workbook

- ❑ *The trainee will...*

  describe the skills demonstrated by effective collaborative teams.

  use a problem solving approach to solve a specific problem associated with the inclusion of a student with diverse learning abilities.

  describe seven step approach to conflict resolution.

  evaluate individual and team skills in distributed leadership, communication, problem solving, and conflict resolution.

T#1

Collaborative Teaming Objectives

The trainee will...

describe the skills demonstrated by effective collaborative teams.

use a problem solving approach to solve a specific problem associated with the inclusion of a student with diverse learning abilities.

describe a seven step approach to conflict resolution.

evaluate individual and team skills in distributed leadership, communication, problem solving, and conflict resolution.

1.2 Pretest

Optional - see Pre/Posttest Section

T#2

An inclusive school is. . .

where students are not excluded because they are different.

where adaptations are made to accommodate all students.

2.0 Inclusive Schools

2.1 Defining Inclusive Schools

An inclusive school is. . .
Page 2 - Trainee Workbook

- *An inclusive school is. . .*

  where students are not excluded because they are different.

  where adaptations are made to accommodate all students.

2.2 Additional Comments

- *The service delivery model for special education is often associated with the "place" where students with diverse learning needs are served.*
- *In inclusive schools students needs determine "services" not "places."*

  Services can be provided any "place" in an inclusive school.
- *In order for a school to become a inclusive setting for students with diverse learning needs, changes must occur within the school.*
- *One promising change made by many inclusive schools is the use of collaborative teams in the educational decision making process for students with diverse learning needs.*

3.0 Building Collaborative Teams

3.1 Definition of Collaboration

Collaboration is. . .
Page 3 - Trainee Workbook

- *Collaboration is. . .*

  a process of problem solving by team members, each of whom contributes his or her knowledge and skills and is viewed as having equal status (Vandercook & York, 1990).

T#3

Collaboration is. . .

"a process of problem solving by team members, each of whom contributes his or her knowledge and skills and is viewed as having equal status".

Source: From Vandercook, T., & York, J. (1990). A team approach to program development and support. In W. Stainback & S. Stainback (Eds.), Support networks for inclusive schooling: Interdependent integrated education (pp. 95-122). Baltimore, MD: Paul H. Brookes Publishing Co.

3.2 Skills for Effective Collaboration

Skills for Effective Collaboration
Page 4 - Trainee Workbook

- *The following skills are demonstrated by effective collaborative teams.*

  Distributed leadership

  Trust-building

  Communication

  Problem solving/decision-making

  Conflict-resolution

T#4

Skills for Effective Collaboration

Distributed leadership

Trust-building

Communication

Problem solving/decision-making

Conflict-resolution

T#5

The distributed-actions theory of leadership allows...

any member of a team to lead.

any leadership function to be fulfilled by any member.

Source: From Johnson, D.W. & Johnson, R.T. 1991. Joining together: Group theory and skills (4th ed.) Englewood Cliffs, NJ: Prentice Hall

4.0 Leadership and Trust Building

4.1 Defining theDistributed-Actions Theory of Leadership

The distributed-actions theory of leadership allows. . .
Page 5 - Trainee Workbook

- *One promising practice used by many effective collaborative teams in inclusive schools is the distributed-actions theory of leadership (Johnson & Johnson, 1991).*
- *This leadership style allows each member to actively participate in group decisions, because no one individual is viewed as the "leader" all of the time.*
- *The distributed-actions theory of leadership embraces two basic ideas:*

  any member of a group may become a leader by taking actions that help the group complete its task and maintain effective collaborative relationships, and

  any leadership function may be fulfilled by different members performing a variety of relevant behaviors (Johnson & Johnson, 1991).

4.2 Additional comments

- *Leadership, therefore, is specific to a particular group in a particular situation (Johnson & Johnson).*

T#7

Trust behaviors include expressions of. . .

- **appropriate warmth**
- **liking of others**
- **support**
- **acceptance**
- **listening to others**
- **praising others**

They DO NOT include. . .

- **ridicule**
- **rejection**
- **put-downs**
- **silences**

Source: From Thousand, J., Fox, T.J., Reid, R., Godek, J., Williams, W., & Fox, W. (1986). The Homecoming Model: Educating students who present intensive educational challenges within regular education environments. Burlington, VT: University of Vermont, Center for Developmental Disabilities.

tension when it gets too high.

These skills help the team maintain good working relationships while working on a task.

- ❑ *Good working relationships are essential for a strong foundation of trust.*

4.4 Trust Building

Trust behaviors include expressions of. . .
Page 7 - Trainee Workbook

- ❑ *Key to building trusting relationships among team members is for members to feel accepted, supported, and comfortable.*
- ❑ *Thereby, open communication is facilitated by trust.*
- ❑ *Trust behaviors are contingent upon expressions of. . .*

appropriate warmth
liking of others
support
acceptance
listening to others
praising others

They DO NOT include. . .

ridicule
rejection
put-downs
silences

(Thousand, Fox, Reid, Godek, Williams, & Fox, 1986).

4.5 Additional Comments

- ❑ *A rule of thumb when establishing teams is for members to be authentic and genuine in their collaborative problem solving relationship.*
- ❑ *Team members must be sincere in their desire to listen and communicate with other team members.*

4.6 Trust Building Strategies

Strategies that strengthen trust include...
Page 8 - Trainee Workbook

- ❑ *Some specific strategies that strengthen trust among team members include:*

  using team member's names

  maintaining eye contact

  active listening (paraphrasing summarizing, clarifying)

  showing interest by leaning forward, nodding at comments

  giving credit to other's ideas, and

  eliminating jargon terms and acronyms that others may not know or understated.

- ❑ *Maintaining an atmosphere of mutual trust, where the safety and integrity of each team member is ensured, is essential for effective communication to occur.*

T#8

Strategies that strengthen trust include...

using team member's names

maintaining eye contact

active listening

showing interest

giving credit

eliminating jargon

- *Collaborative teams have at least two functions:*

  to complete a task, and

  to maintain effective collaborative relationship among team members

- *The distributed-actions theory of leadership emphasizes certain functions need to be met if a group is to meet its objectives.*

  These functions include task-leadership and maintenance-leadership actions.

T#6

Functions of Distributed-Actions Theory of Leadership

Task-leadership actions

Maintenance-leadership actions

Source: From Johnson, D.W., & Johnson, R.T. (1991). Joining together: Group theory and skills (4th ed.). Englewood Cliffs, NJ: Prentice Hall.

4.3 Functions of Distributed-Actions Theory of Leadership

Functions of Distributed-Actions Theory of Leadership
Page 6 - Trainee Workbook

- *Task - leadership actions*

  Actions that require team members to obtain, organize, and use information to make a decision.

  These skills help teams complete a task.

- *Maintenance-leadership actions*

  Actions that include team members encouraging one another to participate by facilitating communication attending to the emotional climate of the team, and relieving

T#9

Communication is. . .

an exchange of information between two or more people.

T#10

Speaker Skills

Self-disclosure

Giving feedback

Checking perceptions

Asking open questions

Asking closed questions

5.0 Communication

5.1 Definition of Communication

Communication is. . .
Page 9 - Trainee Workbook

- ❑ *Effective collaborative teams communicating openly and honestly.*
- ❑ *Communication simply defined is. . .*

  an exchange of information between two or more people.
- ❑ *Communication skills can be learned.*

  All team members can acquire effective communication skills given the commitment, support, and opportunity.
- ❑ *Critical communication skills include speaker and listener skills.*

5.2 Overview of Speaker Skills

Speaker Skills
Page 10 - Trainee Workbook

- ❑ *Effective speaker skills include:*

  ***Self-disclosure** is sharing interests, thoughts, and feelings with another person.*

  For example: "I'm afraid that when Sally (a child w/severe disabilities)

joins my class, I'm not going to be able to deal with all the pressure."

***Giving feedback** is providing people information so that they can modify or change their behavior.*

For example: "I like your idea about using tutors for Johnny, but Johnny and Sue do not work well together."

***Checking perceptions** is interpreting the nonverbal behavior of another person and asking the person if it is accurate.*

For example: Harry turns slightly red, stares at the wall, and talks quickly with a great deal of expression. "I get the impression that you disagree with that statement Harry."

***Asking open questions** is asking questions that allow the other person to respond in a broad and extensive manner.*

For example: "So Fred, what do you think about placing Joe in Mrs. Green's class?"

***Asking closed questions** is asking questions that allow the other person to respond with a specific and concise answer.*

For example: "Will you be able to meet next Thursday at 3:00 pm?"

- ❑ *Effective teams also acquire and demonstrate good listener skills.*

T#11

Listener Skills

Reflecting feelings

Paraphrasing

Summarizing

Asking content questions

Asking and/or receiving feedback

5.3 Overview of Listener Skills

T#11 Listener Skills
Page 11 - Trainee Workbook

- *Effective listener skills include:*

Reflecting feelings *is describing the speaker's feelings to demonstrate an understanding of how the speaker feels.*

For example: "I can understand your apprehension about Sally joining your class."

Paraphrasing *is translating into your own words the ideas and feelings of the other person.*

For example: "So what you're saying is that you need more support in your classroom."

Summarizing *is condensing what the speaker said in your own words.*

For example: "So in summary, Mary is saying that we need to survey the other teachers before we make a decision."

Asking content questions **is** *asking the speaker to explain or elaborate on parts of the content to check understanding.*

For example: "I'm sorry I didn't understand your last point."

***Asking for feedback** is having the speaker give specific feedback, listening carefully to it, and then taking action to modify behavior.*

For example: "So what do you think about my idea for using 6th graders as peer tutors?"

5.4 Additional Comments

- ❑ *In collaborative teams where members utilize effective speaker and listener skills, the team completes tasks while maintaining good working relationships.*
- ❑ *Many of these effective teams also use a systematic process for solving problems as a team and making decisions by consensus.*
- ❑ *See Appendix A for a handout on the components necessary for developing communication skills*

T#12

Seven Steps to Problem Solving and Decision-Making

Define the problem

Analyze/Clarify the problem

Explore alternatives

Select a strategy

Clarify the strategy

Implement the strategy

Evaluate the outcomes

Source: Fenn Gruden, J.L., & Bauer, A.M. (1990). Using a collaborative approach to support students and teachers in inclusive classrooms. In S. Stainback & W. Stainback (Eds.), Facilitating mainstreaming in inclusive classrooms: Facilitating learning for all students (pp.25-39). Baltimore, MD: Paul H. Brookes Publishing Co.

T#13

Step 1: Define the Problem

Write a clear description of the problem in terms of observable actions/behaviors.

6.0 Problem Solving/Decision Making

6.1 Steps to Problem Solving/Decision Making

T#12 Seven Steps to Problem Solving/ Decision Making
Page 12 - Trainee Workbook

- ❑ *Many successful collaborative teams use a problem solving approach when making educational decision for students with diverse learning needs.*

- ❑ *The following seven steps, illustrate a systematic approach to problem solving and decision making.*

1. *Define the problem*
2. *Analyze/Clarify the problem*
3. *Explore alternatives*
4. *Select a strategy*
5. *Clarify the strategy*
6. *Implement the strategy*
7. *Evaluate the outcomes*

(Graden & Bauer, 1990)

- ❑ *Show video Problem Solving*

6.2 Defining the Problem

T#13 Step 1: Define the Problem
Page 13 - Trainee Workbook

- ❑ *Write a clear description of the problem in terms of observable actions/ behaviors.*

Step 1: Define the Problem (Example A)
Page 14 - Trainee Workbook

- ❑ *The problem should not be multi-faceted.*

  It should be as clear and concise as possible

  For example: David is not included in his science class.

- ❑ *Defining the problem or issue correctly is the most important step in problem solving.*

T#14

Problem Solving/Decision MakingForm
Example A

Date: 9/20

Team members present:

Mr. Lab	*Mr. Hammer*	*Mr. Special*
Ms. Spell	*Mrs. Plus*	*Ms. Assist*

1. **The Problem/Issue:** *Write the problem in general terms.*

David is not included in his science class.

2. **Analyze/Clarify the Problem.** *Rewrite the problem in the form of a question.*

3. **Explore Alternatives:** *Brainstorm* ___ min.

		Consensus Forming (indicate by #)
1.	5.	1.
2.	6.	2.
3.	7.	3.
4.	8.	

4. **Select a Strategy:** *Briefly describe the plan of action.*

The Problem/Issue
Problem Solving Form
Page 15 - Trainee Workbook

- ❑ *With your team members, identify and define a problem pertaining to the inclusion of your target student in the general education environment.*

  See Appendix for student profile and IEP if your team does not have a "target student".

- ❑ *Remember at this point the "problem or issue to decided can be a general statement.*

  For example: Johnny cannot get along with his classmates.

A#1

Problem Solving/Decision MakingForm

Date: _____

Team members present:

1. **The Problem/Issue:** *Write the problem in general terms.*

2. **Analyze/Clarify the Problem.** *Rewrite the problem in the form of a question.*

3. **Explore Alternatives:** *Brainstorm* ___ min.

		Consensus Forming (indicate by #)
1.	5.	1.
2.	6.	2.
3.	7.	3.
4.	8.	

4. **Select a Strategy:** *Briefly describe the plan of action.*

T#15

Step 2: Analyze/Clarify the Problem

Rewrite the problem in thr form of a question.

- *Allow 5-7 minutes for this activity.*

Rotate among the groups to clarify any questions they may have about the activity.

6.3 Analyzing/Clarifing the Problem

Step 2: Analyze/Clarify the Problem
Page 16 - Trainee Workbook

- *Once a problem has been identified, team members determine what variables are contributing to the problem.*

For example: The science teacher uses a lecture format.

David does not read a grade level.

There is not a teacher aide assigned to the classroom.

- *Team members should discuss all the variables that could impact the problem.*

Consider things such as classroom organization, task structure, how the task is taught, etc.

- *Without exploring the contributing variables, the team may not accurately identify the problem.*

- ❑ *A good question properly locates the source of the problem.*

  Questions that are too general may hinder the problem solving process.

  Problem: My Car won't work.

  Restatement: Why won't my engine start?

  Problem: I'm not feeling well.

  Restatement: What can I do to relieve my headache?

  Problem: Johnny is a non-reader.

  Restatement: Have a group do this example.

- ❑ *In addition, questions that include a solution may restrict the number of solutions.*

  Problem: How to develop the best product to clean a dog.

  Restatement: What is the best way to separate the dirt from the dog?

  Problem: How to sell raffle tickets to make money.

  Restatement: How can we raise money for the school?

  Problem: How to use university students to help Johnny read.

  Restatement: Have group do this example.

T#16

Problem Solving/Decision Making Form
Example A

Date: 9/20/____

Team members present:

Mr. Lab *Mr. Hammer* *Mr. Special*
Ms. Spell *Mrs. Plus* *Ms. Assist*

1. The Problem/Issue: *Write the problem in general terms.*

David is not included in his science class.

2. Analyze/Clarify the Problem. *Rewrite the problem in the form of a question.*

How can David be included in his science class?

3. Explore Alternatives: *Brainstorm* ___ min.__

1.	5.	**Consensus Forming (indicate by #)**
2.	6.	1.
3.	7.	2.
4.	8.	3.

4. Select a Strategy: *Briefly describe the plan of action.*

A#2

Problem Solving/Decision Making Form

Date:_____

Team members present:

_____ _____ _____
_____ _____ _____

1. The Problem/Issue: *Write the problem in general terms.*

2. Analyze/Clarify the Problem. *Rewrite the problem in the form of a question.*

3. Explore Alternatives: *Brainstorm* ___ min.__

1.	5.	**Consensus Forming (indicate by #)**
2.	6.	1.
3.	7.	2.
4.	8.	3.

4. Select a Strategy: *Briefly describe the plan of action.*

T#16 Step 2: Analyze/Clarify the Problem (Example A) Page 17 - Trainee Workbook

- ❑ *In David's example, the problem stated that David was not included in his science class"*
- ❑ *After discussion, David's team re-wrote the problem as a question.*

  "How can David be instructionally included in his science class?"

  This question meets the requirements of a good problem question; it locates the source of the problem and does not restrict solutions.

A#2 Analyze/Clarify the Problem Page 15 - Trainee Workbook

- ❑ *With your team members, rewrite the problem identified in Step 1 (p.13) in the form of a question.*
- ❑ *Remember to follow the criteria for a good problem definition.*
- ❑ *Allow 5-7 minutes for this activity.*

  Rotate among the groups to clarify any questions they may have about the activity.

6.4 Explore Alternatives

Step 3: Explore Alternatives
Page 18 - Trainee Workbook

- *Coming up with viable solutions to problems that seem insurmountable is possible.*

  It is necessary to explore many different solutions in order to find a workable solution.

- *Keep in mind that when exploring alternatives,..*

  focus on needs and goals.

  invent creative options, DON'T judge them.

  broaden options, DON'T look for a single answer,

  search for mutual gains.

  discuss each Option separately.

  make offers and respond to counter offers.

  come to an agreement.

T#17

Step 3: Explore Alternatives:

Focus on needs and goals

Invent creative options, DON'T judge them

Broaden options, DON'T look for a single answer

Search for mutual gains

Discuss each option separately

Make offers and respond to counter offers

Come to an agreement

Rules for Brainstorming
Page 19 - Trainee Workbook

- *"Brainstorming is a procedure that encourages creative, divergent thinking and the production of a variety of different ideas in a short time" (Johnson & Johnson, 1987,*

T#18

Rules for Brainstorming

All ideas are accepted for what they are

Work for quantity ~ not quality

Expand on each other's ideas

Encourage zany, far-out ideas

Record each idea

Set a time limit

Focus on a single-problem or issue

p. 261)

- ❑ *In brainstorming, all team members should follow the following rules:*
- ❑ *All ideas are accepted for what they are.*

  All ideas are welcomed and respected.
- ❑ *Work for quantity - not quality.*

  The longer the list, the more likely it will contain useful ideas.
- ❑ *Expand on each other's ideas.*

  Help each other by elaborating on another person's ideas to reflect appreciation and acceptance of the contribution.
- ❑ *Encourage zany, far-out ideas.*

  Many farfetched ideas may trigger another idea in someone else's mind.
- ❑ *Record each idea.*

  Do not evaluate any ideas during brainstorming. All are recorded.
- ❑ *Set a time limit.*

  Decide how many minutes the team has to generate a list of ideas.

  Set a timer and stop when it rings.

  Five to ten minutes is usually enough

time.

- *Focus on a single problem or issue.*

  Do not complicate the process by trying to brainstorm a multi-facted problem.

Rules for Consensus Forming
Page 20 - Trainee Workbook

- *The following rules are followed in the consensus forming process:*

  All ideas generated are reviewed by the group for applicability to the problem.

  Ideas accepted are discussed and modifications are made.

  The group agrees on the priority of the accepted ideas.

  The idea that is ranked the highest is the one used. (Do not throw the other ideas away.

  You may need to come back to them if the first solution is ineffective.)

- *In the David example the brainstorming session yielded six options.*

- *The team suggested the following solutions:*

T#19

Rules for Consensus Forming

Review all ideas for applicability

Discuss modifications (if any) for ideas that have been accepted

Prioritize ideas

Highest ranking idea will be implemented

T#20

Problem Solving/Decision Making Form
Example A

Date: 920

Team members present:

Mr. Late *Mr. Hammer* *Mr. Special*
Ms. Spell *Mrs. Plus* *Ms. Assist*

1. The Problem/Issue: *Write the problem in general terms.*

David is not included in his science class

2. Analyze/Clarify the Problem. *Rewrite the problem in the form of a question.*

How can David be included in his science class

3. Explore Alternatives: *Brainstorm* 7 minutes

1. *Use paraprofessionals*
2. *Work with peer tutor*
3. *Work individually with David*
4. *Use cooperative learning group*
5. *Exclude from lesson*
6. *Have David work w/the 2nd grade ecology unit*
7.

Consensus Forming (Indicate by #)
1. #4
2. #2
3. #3

4. Select a Strategy: *Briefly describe the plan of action.*

use a paraprofessional to work with David,

have David work with a peer tutor,

have the teacher work with David individually after lecture,

use cooperative learning groups,

exclude David from the lesson, or

have David work with second grade class on ecology unit.

- ❑ *Their session for consensus forming resulted in these options:*

  1. *Use cooperative learning groups.*

  2. *Have David work with a peer tutor.*

  3. *Have the teacher work with David individually after lecture.*

A#3

Problem Solving/Decision Making Form

Date: _____

Team members present:

_____ _____ _____
_____ _____ _____

1. The Problem/Issue: *Write the problem in general terms.*

2. Analyze/Clarify the Problem. *Rewrite the problem in the form of a question.*

3. Explore Alternatives: *Brainstorm* ___ min.__

1. 5.
2. 6.
3. 7.
4. 8.

Consensus Forming (indicate by #)
1.
2.
3.

4. Select a Strategy: *Briefly describe the plan of action.*

Problem Solving/Decision Making Form
Page 21 - Trainee Workbook

Step 3: Exploring Alternatives
Page 15 - Trainee Workbook

- ❑ *With your team members, brainstorm for alternatives for solving your identified problem.*

- ❑ *Identify someone to record ideas as they are given.*

- ❑ *Teams will have 5 minutes to complete the brainstorming activity.*

- ❑ *Now teams will have 5 minutes to review the options generated through the brainstorming session sequence.*

  With team members, choose three options that are the most feasible and rank them by priority.

6.5 Selecting a Strategy

T#21 Step 4: Selecting a Strategy
Page 22 - Trainee Workbook

- ❑ *The next step is to select a strategy to implement the option ranked highest in the consensus forming session.*

  Team members should apply use these steps to select a strategy.

- ❑ *The strategy selected should be acceptable to the classroom teacher.*

T#21

Step 4: Select a Strategy

Selected by and acceptable to classroom teacher

Unobtrusive

Fit into the normal classroom routines

Adapt only if necessary

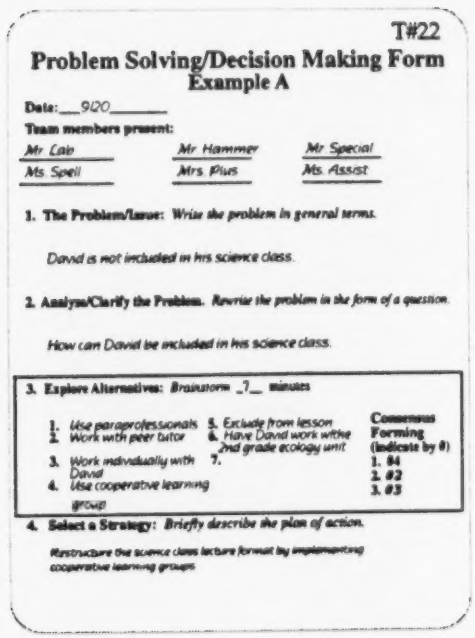
Group instruction preferred to individual interventions

Teacher/task/classroom variables adapted within the conventional classroom setting

Positive and negative side effects explored

- ❑ *The strategy should be unobtrusive.*
- ❑ *It should fit into the classroom easily and provide little disruption to the regular routine.*

  It should not draw undo attention to the student.
- ❑ *Adaptations should be used only when absolutely necessary.*
- ❑ *Give preference to group instruction over individual interventions.*
- ❑ *Teacher/task/classroom variables may be adapted within the conventional classroom setting.*
- ❑ *Always explore potential positive and negative side effects.*



T#22

Problem Solving/Decision Making Form
Example A

Date: 9/20

Team members present:

Mr. Lab	Mr. Hammer	Mr. Special
Ms. Spell	Mrs. Plus	Ms. Assist

1. **The Problem/Issue:** *Write the problem in general terms.*

   David is not included in his science class.

2. **Analyze/Clarify the Problem.** *Rewrite the problem in the form of a question.*

   How can David be included in his science class.

3. **Explore Alternatives:** *Brainstorm* 7 minutes

1. Use paraprofessionals 2. Work with peer tutor 3. Work individually with David 4. Use cooperative learning group	5. Exclude from lesson 6. Have David work w/the 2nd grade ecology unit 7.	Consensus Forming (Indicate by #) 1. #4 2. #2 3. #3

4. **Select a Strategy:** *Briefly describe the plan of action.*

   Restructure the science class lecture format by implementing cooperative learning groups

Step 4: Select A Strategy (Example A)
Page 23 - Trainee Workbook

- ❑ *The strategy chosen is to restructure the science class lecture format by implementing cooperative learning groups.*

  The 25 member class will be divided into 5 groups of 5 students each.

  Each group will develop a classroom recycling plan as part of the unit on ecology.

- *At this point the team needs to determine an appropriate role for David in the cooperative learning group.*

  David's IEP objective of appropriate conversation related to topic will integrate into the lesson.

  He will talk about three materials from the classroom that could be recycled.

A#4

Select A Strategy
Page 15 - Trainee Workbook

- *Each team will select a strategy to implement.*
- *Record on page 15 of Problem Solving form.*
- *Allow 5 to 7 minutes for this activity.*

A#4
Problem Solving/Decision MakingForm

Date: _____

Team members present:

1. The Problem/Issue: *Write the problem in general terms.*

2. Analyze/Clarify the Problem. *Rewrite the problem in the form of a question.*

3. Explore Alternatives: *Brainstorm ___ ideas.*

1.	5.	Consensus Forming (indicate by #)
2.	6.	1.
3.	7.	2.
4.	8.	3.

4. Select a Strategy: *Briefly describe the plan of action.*

6.6 Clarifying the Strategy

T#23

Step 5: Clarify the Strategy
Page 24 - Trainee Workbook

- *The team has now clearly identified the problem, explored a number of solutions, and has come to a consensus as to the strategy to be implemented.*

  The team must develop an action plan to implement the strategy.

T#23

Step 5: Clarify the Strategy

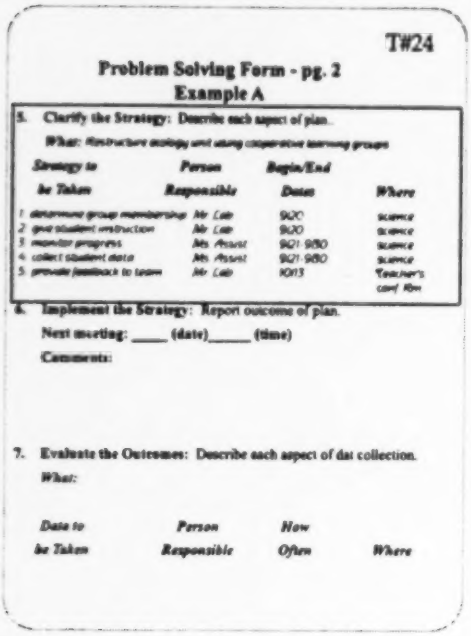
What

How

Who

When

Where



T#24

Problem Solving Form - pg. 2
Example A

5. **Clarify the Strategy:** Describe each aspect of plan.

What: Restructure strategy and using cooperative learning groups

Strategy to be Taken	Person Responsible	Begin/End Dates	Where
1. determine group membership	Mr. Lab	9/20	science
2. give student instruction	Mr. Lab	9/20	science
3. monitor progress	Mrs. Absent	9/21 9/30	science
4. collect student data	Mrs. Absent	9/21 9/30	science
5. provide feedback to team	Mr. Lab	10/13	Teacher's conf. Rm

6. **Implement the Strategy:** Report outcome of plan.

Next meeting: _____ (date)_____ (time)

Comments:

7. **Evaluate the Outcomes:** Describe each aspect of dat collection.

What:

Data to be Taken	Person Responsible	How Often	Where

The team plans the what, how, who, when, and where of the strategy.

- ❑ *A goal without a plan is just a dream.*

- ❑ *Successful collaboration teams carefully consider the following in developing an action plan.*

  What will take place.

  How the strategy will be broken down into steps.

  Who will be responsible for implementing each step.

  When each step will begin and end.

  Where each step will happen.

- ❑ *In the David example the strategy (What) to use cooperative learning groups to instructionally include David in his science class.*

Step 5: Clarify the Strategy (Example A, pg. 2)
Page 25 - Trainee Workbook

- ❑ *The team broke this strategy down into "double" steps (How).*

  This part is much like a "task analysis" of the strategy.

  1. *Grouping students into cooperative learning groups.*

2. *Planning and providing in structions to students.*

3. *Monitoring the group and individual students progress.*

4. *Taking data on David.*

5. *Providing feedback to the team on the outcome.*

- ❑ *Next, the team decided the most logical person (Who) to implement the strategy.*

  In the example for David the classroom teacher assumed the majority of the responsibility with the assistance of the special education paraprofessional.

- ❑ *Set beginning and ending dates (When) is important so all team members will know when things will be accomplished.*

  In the exmaple for David the strategy was completed in a two week time frame.

- ❑ *Equally important is assigning a specific location and/or instructional arrangement for the step to occur (Where).*

  In the David example the science class within the cooperative learning is where the strategy will be implemented.

- ❑ *In clarifying the strategy the team should also consider the following:*

If additional support or resources are necessary.

What adaptations should be made to the instructional materials.

If training or instruction on how to implement the strategy is necessary.

Who will be responsible for the monitoring the program.

What grading procedures will be enforced.

- ❑ *Scheduling joint planning time is important for team members to stay abreast of progress.*
- ❑ *One important aspect in implementing a strategy is to provide ongoing support in the classroom.*

By following a plan of action and ongoing support, the team will know the strategy is being implemented.

The team then can continue to support the plan and do what is necessary to ensure the student is successful (Graden & Bauer, 1990)

A#5

Problem Solving Form - pg. 2

5. **Clarify the Strategy:** Describe each aspect of plan.
   What:

Strategy to be Taken	*Person Responsible*	*Begin/End Dates*	*Where*

6. **Implement the Strategy:** Report outcome of plan.
   Next meeting: _____ (date)_____ (time)
   Comments:

7. **Evaluate the Outcomes:** Describe each aspect of data collection
   What:

Data to be Taken	*Person Responsible*	*How Often*	*Where*

Step 5: Clarify the Strategy
Page 26 - Trainee Workbook

- ❑ *Each team will clarify the strategy.*
- ❑ *Record the what, how, who, when, and where under Step 5 of the problem solving form.*

- *Allow 10-15 minutes for this activity.*

6.7 Implementing the Strategy

T#25

Step 6: Implement The Strategy
Page 27 - Trainee Workbook

- *In this step the team schedules the date and time of the next meeting.*

  After the strategy has been implemented the team uses this space to record outcomes, comments, and actions.

  It is at this meeting that the outcome of the strategy implemented is discussed and further plans are made.

  Writing down the outcome of the strategy implemented provides the team written documentation for future reference.

T#25

Step 6: Implement the Strategy

Schedule follow-up meeting

Discuss outcome(s)

Make future plans

T#26

Step 6: Implement the Strategy (Example A)
Page 28 - Trainee Workbook

- *In the David example, the science teacher expressed pleasure with David's success as well as the rest of the class.*

  David's science teacher also asked the team for additional information on cooperative learning groups.

T#26

Problem Solving Form - pg. 2
Example A

5. Clarify the Strategy: Describe each aspect of the plan.

What: Restructure strategy and using cooperative learning groups

Strategy to be Taken	Person Responsible	Begin/End Dates	Where
1. determine group membership	Mr. Lab	9/20	science
2. give student instruction	Mr. Lab	9/20	science
3. monitor progress	Ms. Assist	9/21-9/30	science
4. collect student data	Ms. Assist	9/21-9/30	science
5. provide feedback to team	Mr. Lab	10/1	Teacher's conf. Rm

6. Implement the Strategy: Report outcome of plan.

Next meeting: 10/2 (date) 3:15 pm (time)

Comments:

Outcomes:
David met criteria. Cooperative learning groups seem to be a useful instructional technique for David. Mr. Lab was very excited about the performance of all his students. He would like input for other ways to restructure his class using cooperative learning groups. Mr. Special said he would help Mr. Lab with his restructuring efforts.

7. Evaluate the Outcomes: Describe each aspect of data collection.

What:

Data to be Taken	Person Responsible	How Often	Where

A#6

Problem Solving Form - pg. 2

5. **Clarify the Strategy:** Describe each aspect of plan.
   What:

Strategy to be Taken	*Person Responsible*	*Begin/End Dates*	*Where*

6. **Implement the Strategy:** Report outcome of plan.
   Next meeting: _____ (date)_____ (time)
   Comments:

7. **Evaluate the Outcomes:** Describe each aspect of date collection
   What:

Data to be Taken	*Person Responsible*	*How Often*	*Where*

T#27

Step 7: Evaluate the Outcomes

What

How

Who

When

Where

Step 6: Implement the Strategy
Page 26 - Trainee Workbook

- ❑ *Teams will not be able to address implementation of the strategy chosen during this workshop.*

  However, each team will devise a plan for providing on-going support to the individual(s) implementing the strategy chosen.

- ❑ *Allow 5-10 minutes for this activity.*

6.8 Evaluating the Outcomes

Step 7: Evaluate the Outcomes
Page 29 - Trainee Workbook

- ❑ *In order to adequately report the outcome(s) of the strategy implemented, the team should describe an evaluation plan.*

- ❑ *This evaluation plan should include the same components as the action plan written in Step 5.*

  What evaluation will take place.

  How the evaluation will be broken down into components.

  Who will do the evaluation.

  When each component begins and ends.

  Where each component of the evaluation will occur.

- ❑ *In designing an evaluation the team could also consider the following:*

  work samples
  completion rates
  teacher to parent ratings
  formal assessments
  interviews

  Care should be taken to use the most unobtrusive methods possible to evaluate outcomes.

T#28

Step 7: Evaluate the Outcomes (Example A)
Page 30 - Trainee Workbook

- ❑ *In the David example direct observation was the evaluation procedure (What).*

  The special education paraprofessional (Who) will count verbal comments (How) for 20 minutes every day for two weeks (When).

  Data will be collected in the science class cooperative learning group (When).

T#28

Problem Solving Form - pg. 2

Example A

5. **Clarify the Strategy:** Describe each aspect of the plan.

What: *Restructure ecology unit using cooperative learning groups*

Strategy to be Taken	Person Responsible	Begin/End Dates	Where
1. determine group membership	Mr. Lab	9/20	science
2. give student instruction	Mr. Lab	9/20	science
3. monitor progress	Ms. Assist	9/21-9/30	science
4. collect student data	Ms. Assist	9/21-9/30	science
5. provide feedback to team	Mr. Lab	10/3	Teacher's conf. Rm

6. **Implement the Strategy:** Report outcome of plan.

Next meeting: 10/2 **(date)** 3:15 pm **(time)**

Comments:

Outcomes:
David met criteria. Cooperative learning groups seem to be a useful instructional technique for David. Mr. Lab was very excited about the performance of all his students. He would like input for other ways to restructure his class using cooperative learning groups. Mr. Special said he would help Mr. Lab with his restructuring efforts.

7. **Evaluate the Outcomes:** Describe each aspect of data collection.

What: *Count the number of verbal comments.*
Evaluate those related to topic (direct observation)

Data to be Taken	Person Responsible	How Often	Where
Verbal comments 1 = related to topic 0 = not related to topic	Ms. Assist	20 Minutes/day for 2 weeks	Science class

A#7

Evaluate the Outcomes
Page 26 - Trainee Workbook

- ❑ *Have each team plan the evaluation of the strategy selected to implement.*
- ❑ *Allow 10-15 minutes to complete this activity.*
- ❑ *Rotate among the groups as they complete this activity.*
- ❑ *Ask a representative from each team to present their problem and the steps for solving it to entire group.*
- ❑ *Encourage group participation.*

A#7

Problem Solving Form - pg. 2

5. **Clarify the Strategy:** Describe each aspect of plan.
What:

Strategy to be Taken	Person Responsible	Begin/End Dates	Where

6. **Implement the Strategy:** Report outcome of plan.

Next meeting: _____ **(date)**_____ **(time)**

Comments:

7. **Evaluate the Outcomes:** Describe each aspect of data collection

What:

Data to be Taken	Person Responsible	How Often	Where

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T#29

Conflict occurs. . .

when two individuals want *different* outcomes, but must settle for the same outcome.

when the same goal is realized, but the individuals can not have access to it.

as a result of perceived goals not being actualized.

Source: From Friend, M., & Cook, S. (1992) Interactions: Collaborative skills for school professionals. White Plains, NY: Longman Publishing Co.

7.0 Conflict-Resolution

7.1 A Problem Solving Approach to Conflict Resolution

- *Many successful collaborative teams use the problem solving process when conflict arises within the team.*

Conflict occurs . . .
Page 31 - Trainee Workbook

- *One cause of conflict is a situation where two individuals want different outcomes, but must settle for a single outcome (Friend & Cook, 1992).*

  For example: When parents and educators meet to discuss placement in the regular class for a student in a diverse learning need, both parties have different expectations for the student.

  The school's expectations for the student's needs do not fit in the regular academic curriculum.

  The parent's expectations, on the other hand, are that their child will receive his education in his neighborhood school with his peers.

  Both parties have different expectations for the student.

- *Another cause of conflict occurs when the same goal is realized but the individuals cannot have access to it.*

  For example: A team agreed to place a high school student with disabili-

ties in a regular PE class, but the class time did not fit the student's schedule.

- *Another cause of conflict involves internal conflict.*

  This occurs as a result of perceived goals not being actualized.

  For example: Mrs. Brown believes that Sandra needs additional speech therapy.

  However, the speech therapist is only in the school for one half a day three times a week.

  In order to increase Sandra's speech therapy, another student's therapy would have to be decreased.

7.2 Some Common Modes of Conflict Resolution

Some Common Modes of Conflict Resolution
Page 32 - Trainee Workbook

- *Individuals have different strategies for resolving conflict.*

  In general, these strategies can be grouped into five common modes of conflict resolution. These include:

  Competitiveness
  Avoidence
  Accommodation
  Compromise
  Collaborative/problem solving

T#30

Some Common Modes of Conflict Resolution

Mode	Similar Term	Description
Competitive	Win/lose, forcing contending	One party is forced to accept the other party's position
Avoidance	Avoidance, wait and see Escape, retreat	One or both parties do as little as possible, or One party leaves the group
Accommodating	Smoothing, lose/win, conceding	One party withdraws demands
Compromise	Lose/lose, mutual concessions	Parties locate an alternative that stands between their positions
Collaborative/ Problem Solving	Win/win, confrontation, integrativ bargaining	Parties identify the source of conflict and agree on a solution

- *Competitive*

  The major tactic is to overpower those with whom there is a conflict, forcing them to accept a solution (Johnson & Johnson, 1986).

  This style occurs frequently in ethical issues or when someone is certain his/her position is right.

- *Avoidance*

  The obvious result of avoidance is that the issue being avoided may never be resolved.

  Avoidance is used when a topic is emotionally charged.

  Avoidance may help team members regain control of their feelings and clear their perspective.

- *Accommodating*

  When employing this mode, an individual sets aside personal needs to ensure that others' needs are met.

  This style helps preserve positive relationships with individuals with whom one works.

  "This style is useful when the conflict issue is relatively unimportant, or when the analysis of the causes of conflict suggest that the situation is unalterable" (Friend & Cook, 1992).

- *Compromise*

  In compromise the individual gives up part of his/her goals and persuades the other person in the conflict to give up part of his/her goals (Johnson & Johnson, 1986).

  Each seeks a middle ground - a decision he/she can "live with."

  This style is useful when the issue at hand is not complex or when two competitive individuals are deadlocked.

- *Collaborative*

  This mode requires individuals to use a problem-solving approach.

  Individuals must identify the source of the conflict and come to an agreement.

A#8

THOMAS-KILMANN CONFLICT MODE INSTRUMENT

Directions: Consider situations in which you find your wishes differing from those of another person. How do you usually respond to such situations? Following are a series of paired statements that describe possible behavioral responses. For each pair, circle the "A" or "B" statement that is most characteristic of your own behavior. In many cases, neither the "A" nor "B" statement may be very typical of your behavior, but you should select the response that you would be more likely to use.

1. A. There are times when I let others take responsibility for solving the problem.
   B. Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.
2. A. I try to find a compromise solution.
   B. I attempt to deal with all of his/her and my concerns.
3. A. I am usually firm in pursuing my goals.
   B. I might try to soothe the other's feelings and preserve our relationship.
4. A. I try to find a compromise solution.
   B. I sometimes sacrifice my own wishes for the wishes if the other person.
5. A. I consistently seek the other's help in working out a solution.
   B. I try to do what is necessary to avoids useless tensions.
6. A. I try to avoid creating unpleasantness for myself.
   B. I try to win my position.
7. A. I try to postpone the issue until I have had some time to think it over.
   B. I give up some points in exchange for others.
8. A. I am usually firm in pursuing my goals
   B. I attempt to get all concerns and issues immediately out in the open.
9. A. I feel that differences are not always worth worrying about.
   B. I attempt to get all concerns and issues immediately out in the open.

7.3 Thomas-Kilmann Conflict Mode Instrument

Thomas-Kilmann Conflict Model Instrument
Pages 33-37 - Trainee Workbook

- *Have trainees complete the Thomas-Kilmann Conflict Mode Instrument (Thomas & Kilmann, 1974).*

- *This actitivity provides trainees insight to their preferred conflict management mode.*

T#31

Steps in Conflict Resolution: A Problem Solving Approach

Identify the basis of the conflict

Analyze/clarify the issues involved in the conflict

Explore solutions to resolve the conflict

Select a strategy to implement the agreement

Clarify the agreement

Implement the agreement

Evaluate the outcomes of the agreement

Source: From Johnson, D.W., & Johnson, R.T. (1991). Joining together: Group theory and skills (4th ed.). Englewood Cliffs, NJ: Prentice Hall.

T#32

Step 1: Identify the Basis of the Conflict

I negotiate a joint definition of the conflict by making sure I. . .

describe the other person's actions without labeling, accusing, or insult ing him/her. ***I separate the other person from the issue.***

define the conflict as a ***mutual problem*** **to be solved, not as a win-lose struggle.**

describe the present conflict without bringing up the past. ***The past is forgiven.***

Source: From Johnson, D.W., & Johnson, R.T. (1991). Joining together: Group theory and skills (4th ed.). Englewood Cliffs, NJ: Prentice Hall.

Steps in Conflict Resolution: A Problem Solving Approach
Page 38 - Trainee Workbook

- ❑ *The steps for resolving conflict are the same as those used for problem solving.*

  1. *Identify the basis of the conflict*
  2. *Analyze/clarify the issues involved in the conflict*
  3. *Explore solutions to resolve the conflict*
  4. *Select a strategy to implement the agreement*
  5. *Clarify the agreement*
  6. *Implement the agreement*
  7. *Evaluate the outcomes of the agreement*

- ❑ *The following is an explanation of using problem solving for conflict resolution.*

7.4 Identifing the Conflict

Step 1: Identify the Basis of the Conflict
Page 39 - Trainee Workbook

- ❑ *I negotiate a joint definition of the conflict by making sure I . . .*

  describe the other persons actions without labeling, accusing, or in

sulting him/her.

I separate the other person from the issue.

define the conflict as a mutual problem to be solved, not as a win-lose struggle.

describe the present conflict without bringing up the past. The past is forgiven (Johnson & Johnson, 1992).

7.5 Analyze/Clarify the Conflict

Step 2: Analyze/Clarify the IssuesInvolved in the Conflict
Page 40 - Trainee Workbook

- ❑ *I analyze the conflict by making sure I . . .*

  break down the conflict/issue in the smallest and most precise way possible.

  describe the conflict/issue in observable and, therefore, measurable behaviors.

7.6 Explore Solutions

Step 3: Explore Solutions to Resolv the Conflict
Page 41 - Trainee Workbook

- ❑ *I explore solutions to the conflict by making sure I . . .*

T#33

Step 2: Analyze/Clarify the Issues Involved in the Conflict

I analyze the conflict by making sure I. . .

break down the conflict/issue in the *smallest* and most *precise* way possible.

describe the conflict/issue in observable and therefore measureable behaviors.

T#34

Step3: Explore solutions to resolve the conflict.

I explore solutions to the conflict by making sure I. . .

focus on needs and goals.

use specific and concrete communication.

"give and take".

separate inventing options from judging them.

Source: From Friend, M., & Cook, L. (1992). Interactions: Collaboration skills for school professionals. White Plains, NY: Longman Publishing Co.

T#35

Step 4: Select a Strategy to Implement

I select a resolution agreement by making sure I. . .

feel satisfied regarding the resolution agreement.

write down what was decided.

T#36

Step 5: Clarify the Resolution Agreement

I clarify strategies to the resolution agreement by making sure I . . .

feel the agreement is satisfactory.

understand how my actions will change.

understand how the other parties' actions will change.

have a written copy of the agreement.

focus on needs and goals.

use specific and concrete communication.

"give and take."

separate inventing options from judging them (Johnson & Johnson, 1991).

7.8 Clarify the Resolution Aggreement

Step 4: Select a Strategy to Implement
Page 42 - Trainee Workbook

- ❑ *I select a resolution agreement by making sure I . . .*

  feel satisfied regarding the resolution agreement and

  write down what was decided.

Step 5: Clarify the Resolution Agreement
Page 43 - Trainee Workbook

- ❑ *I clarify strategies to the resolution agreement by making sure I . . .*

  feel the agreement is satisfactory.

  understand how my actions will change.

  understand how the other parties actions will change.

  have a written copy of the agreement.

7.9 Implement the Resolution Agreement

Step 6: Implement the Resolution Agreement.
Page 44 - Trainee Workbook

- ❑ *I implement the resolution agreement by making sure I . . .*

  know how to carry out the resolution agreement.

  know when we will meet again.

T#37

Step 6: Implement the Resolution Agreement

I implement the resolution agreement by making sure I . . .

know how to carry out the resolution agreement.

know when we will meet again.

7.10 Evaluate the Outcomes

Step 7: Evaluate the Outcomes of the Resolution Agreement
Page 45 - Trainee Workbook

- ❑ *I evaluate the resolution agreement by making sure I . . .*

  have information (data) on the progress of the resolution agreement.

  share the information (data) with all parties.

  make changes if necessary.

- ❑ *See Appendix C for a blank conflict resolution/problem solving form.*

T#38

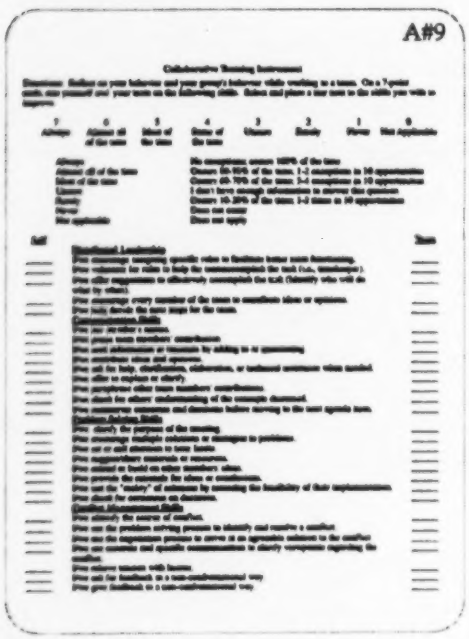
Step 7: Evaluate the Outcomes of the Resolution Agreement

I evaluate the resolution agreement by making sure I . . .

have information (data) on the progress of the resolution agreement.

share the information (data) with all parties.

make changes if necessary.


A#9

7.4 Collaborative Teaming Instrument

A#9

Collaborative Teaming Instrument
Page 46 - Trainee Workbook

- ❑ *Allow 5-10 minutes to complete this activity.*
- ❑ *With team members, compare ratings on the functions of the team.*

  Check 2-3 skills the team wishes to improve.
- ❑ *Ask one representative from each team to summarize the team's evaluation and indicate the skills each team would like to improve.*

7.5 Posttest

Optional - see Pre/Post Test Section

Trainer Notes